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ABSTRACT

In an effort to improve the high school graduation rate and increase college application and retention rates of high risk American Indian students in Chicago, Truman College (TC) maintains a number of cooperative programs with the University of Illinois at Chicago (UIC), Native American Educational Services (NAES) College, the Chicago Public Schools, and community based organizations. The Institute for Native American Development (INAD) at TC offers assessment and placement activities for the college's 65 programs and provides students with individual counseling, goal setting, career exploration, financial aid, tutorial, and cultural group support services. NAES College is the only private American Indian four-year college located in an urban area, and many of its students are INAD program transfers wanting to concentrate their studies in community development or other areas. Similarly, the Native American Support Program at UIC enrolled one INAD employee, one INAD graduate, and a Truman Middle College teacher in Master's programs in fall 1993, and established a summer math and science camp for American Indian youth with INAD. In addition, over the past three years, INAD has worked closely with the American Indian Center to provide a wide variety of educational and social activities for young American Indians in Chicago. The Center's courses, funded by INAD through a state drop-out prevention program, provides opportunities to attend dances, pow-wows, films, sporting events, and field trips. (MAB)

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Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program.
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WE ARE ALL RELATED:

A Model for Successful Collaboration in American Indian Education

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Truman College is a large urban community college located in Uptown, the major American Indian community in Chicago, Uptown. It serves a very ethnically diverse population of over 30,000 students each year. Over one hundred of those students are American Indians from almost thirty different tribes. Illinois is a state without a reservation, but with a rich American Indian history over 5,000 years old. Since 1979 over 1,500 American Indians have attended Truman College, thanks to the collaborative efforts emanating from the Institute for Native American Development (INAD). Today those former Truman students hold important positions within their tribes and communities across the United States. In Chicago, they hold positions as Medical Technicians, Public School Teachers, Artists, Secretaries and Computer Operators.

Truman College, the University of Illinois at Chicago, NAES Indian College, the Chicago American Indian Center, the Chicago Public Schools, and several community based organizations have united in an effort to share resources to improve the high school graduation rate and increase college application and retention rates of high risk American Indian students in Chicago. Typically, the American Indian drop out rate is over 75% in both high school and college programs.

INAD:

A special project at Truman College in Chicago is very successfully working with American Indians who are seeking additional education. The Institute for Native American Development (INAD), has been functioning for thirteen years with funding from various Illinois State agencies as well as private supplemental grants.

At INAD ative Americans are assessed for their career interest and educational needs. These clients are then placed in desired programs in high school, college or career training. The participants can be enrolled in vocational training, GED, high school, college credit, or direct job placement activities. The College offers over 65 training and college transfer programs which include Office Occupations, Photography, Nursing, Data Processing, Drafting, Accounting, Cosmetology, Automotive Technology, and Scientific and Allied Health Technologies. Students are concurrently provided with a variety of support services such as individual counseling, goal setting, career exploration, financial aid advice, tutorial services, and cultural group support.

Twenty Nine different tribes are represented in INAD programs with almost seventy five percent of the participants falling within the six tribes of Chippewa (25%), Menominee (18%), Sioux (10%), Winnebago and Oneida (each (8%), and Pottawatomi (5%). Sixty nine percent of the participants are women with two thirds of the total population falling between the ages of 21 and 35. Almost half the students are studying either Liberal Arts or General Studies while another 20 pe cent

are taking GED preparatory or Adult Education Courses. The remaining students are scattered among the college's career and vocational programs.

Truman College has been successful in recruiting and retaining this diverse student population despite the group's immense number of academic, social, cultural, and financial difficulties. The five key reasons for INAD's success are:

* The INAD model has a strong career development and life goal setting component, grounded in American Indian values, to assist its students in pursuing life-long learning and identifying personal goals.
* By design, INAD is planned and staffed by American Indians who serve as important role models, help to establish a culturally sensitive program, and function as a "comfort zone" environment.
* Top level administration at Truman College is dedicated to developing support programs to meet the needs of special student groups.
* The program's advisory council is composed of members of American Indian and non-Indian business and community organizations, who are able to provide social services and employment opportunities to INAD students.
* The program has a stable funding base from the Illinois State agencies and several private foundation grants.

INAD receives $75,000 from the Illinois Department of Adult, Vocational, Technical Education; $50,000 from the Illinois State Board of Education, Truancy and Optional Education Grant; and $10,000 from Illinois Special Population Grant

money. INAD has also received $5,000 from the Amoco Foundation, $2,800 from the Polaroid Foundation, and $10,000 from Kraft Foods for tutors and scholarships. Truman College absorbs INAD's overhead costs by providing multiple office space, telephone, xeroxing, office supplies, and several work-study students through Truman's Financial Aid Program.

THE AMERICAN INDIAN BUSINESS ASSOCIATION/JTPA PROGRAM:

The INAD Program began as a collaborative effort between the Indian JTPA, the Native American Committee and Truman College. In 1978, the Chicago American Indian (then CETA) program and the local Title IV funded Adult Learning Center, approached Truman College with the idea that they work together to secure funding for an American Indian program to provide vocational training and access to higher education. That was the beginning of a relationship that has lasted for almost a decade and a half. Truman's location in the community, its low cost, and its vocational programs were the pluses the Indian CETA was looking for. Today that same JTPA continues to support students in vocational training programs and the INAD GED program as well. They also provide job placement. To ease the transition of students into the college in the early years, some courses were offered at the CETA site in a familiar setting.

NATIVE AMERICAN EDUCATIONAL SERVICES COLLEGE:

NAES College is the only private American Indian four year college located in an urban area. Many of NAES's graduates began their college path at INAD. Students focused on their general education courses at Truman College and transferred to

NAES to concentrate their studies in Community Development and other areas. Many of those graduates are still connected to the INAD program. One of their graduates was the first INAD secretary, who is now an elementary school teacher who now coordinates a HECA PROGRAM through the local elementary school, with INAD and NAES. (Her daughter who attended Truman Child Development Center, now attends the Truman Middle College Alternative High School and receives the special services of INAD). Another NAES graduate is currently the GED teacher for the INAD youth program. Another is an Outreach Worker for the Chicago Board of Education, who was an Outreach Worker for INAD, who now works with INAD parents to help their children stay in school.

NAES College and INAD have worked together for the past two years to provide an American Indian Role Model Speaking program for the Audubon Elementary School, where over 70 Indian children attend.

NATIVE AMERICAN SUPPORT PROGRAM - UNIVERSITY OF ILLINOIS - CHICAGO

Two INAD directors attended the University of Illinois Chicago. One graduate from the University of Illinois is currently a secondary school teacher in the Truman Middle College Alternative High School. In Fall '93, one INAD employee, one past INAD graduate, and one Middle College teacher will enter the University of Illinois graduate school through the Native American Support Program, to earn Masters degrees.

Also, this summer INAD and the Native American Support program have signed a collaborative agreement to provide a summer math and science camp for American Indian youth at the University of Illinois and develop a number of transfer programs for Indian students between Truman and the University of Illinois.

CHICAGO AMERICAN INDIAN CENTER:

Over the past three years, INAD has worked closely with the American Indian Center to provide a wide variety of educational and social activities for young American Indians in Chicago. Many teenagers and young adults are attending the Truman Middle College Alternative High School. GED classes are also offered at the American Indian Center and the INAD offices. The American Indian Center GED classes are funded by the INAD program, through a state Drop-out Prevention program. These students attend dances, pow-wows, films, sporting events and field trips organized by both agencies. Many of these youth were introduced to INAD through the Audubon-NAES-INAD, Role Model Program Collaboration.

Numerous former and present INAD students serve on boards and committees with other Indian programs. This provides on-going daily links within the external Native American community. That tradition of Indian people helping each other is constantly perpetuated. Truman looks forward to a future of continued Indian community participation and an increased positive impact on this targeted population.